DOCUMENT RESUME

ED 185 398 CE 025 046

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TITLE Indiana Secondary Vocational Guidance Planning Handbook. Field Test Edition.
INSTITUTION New Educational Directions, Crawfordsville, Ind.
SPONS AGENCY Indiana State Board of Vocational and Technical Education, Indianapolis.
NOTE 48p.; For a related document see CE 024 045.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Guidance; Guides; Program Descriptions; *Program Development; *Program Effectiveness; *Program Implementation; Program Improvement; Secondary Education
IDENTIFIERS *Indiana

ABSTRACT

This secondary vocational guidance planning handbook is designed for secondary school personnel who want (1) to start a vocational guidance program, (2) to assess their vocational guidance services, (3) to expand or diversify their vocational guidance services, (4) to gather ideas for new vocational guidance activities. The first of three major sections defines the Indiana model secondary vocational guidance program and its eight functions. Section 2 presents a comprehensive planning process that includes all service deliverers. The final section provides checklists for assessing the existence and quality of vocational guidance services and offers suggestions for ways to deliver vocational guidance services in the following areas: vocational exploration; recruitment, admissions, and scheduling; vocational counseling; placement; program management; public relations; followup; and evaluation. (LRA)

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ED185398

INDIANA SECONDARY VOCATIONAL GUIDANCE PLANNING HANDBOOK

FIELD TEST EDITION

JOYCE E. PHELPS
NEW EDUCATIONAL DIRECTIONS, INC.

CE 025 046

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

The *Indiana Secondary Vocational Guidance Planning Handbook* was developed by New Educational Directions, Inc. (NED) under a grant from the State Board of Vocational and Technical Education (SBVTE).

The SBVTE and the Department of Public Instruction recommended persons for a "panel pool" from which the project's working groups were drawn. As an indication of the wealth of guidance and vocational expertise in the state, there were far more individuals recommended than could be used in the project. Those who were drawn as panel members were:

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INTRODUCING THE HANDBOOK

WHO IS IT FOR?

The *Indiana Secondary Vocational Guidance Planning Handbook* is for secondary school people who want:

-to start a vocational guidance program

-to assess their vocational guidance services

-to expand or diversify their vocational guidance services

-ideas for new vocational guidance activities

WHY IS IT NEEDED?

Although comprehensive vocational guidance programs call for collaboration among area and sending school guidance staffs, vocational instructors, and administrative personnel, it is not common practice. The responsibility for vocational guidance varies among area program delivery system structures. In programs with a central facility, it rests with area school guidance personnel. In cooperative programs, it is usually dispersed among participating schools' guidance departments. To adequately address vocational guidance objectives, however, coordinated participation by others in planning and delivering vocational guidance services is needed. Although such collaboration is recommended, interviews with area and secondary school counselors during the 1978-79 school year revealed that Indiana vocational guidance programs typically are not cooperative efforts with clearly defined roles for service deliverers. It was found that

-planning for area school guidance programs seldom includes sending school counselors,

-secondary school counselors are unclear about their vocational guidance role,

-vocational guidance in sending schools is not part of an organized program of services, but exists as separate activities conducted in response to student needs.

The *Handbook* is intended to assist local planners in designing comprehensive vocational guidance programs by

-describing a model vocational guidance program,

-presenting a comprehensive planning process that includes all service deliverers,

-providing checklists for assessing the existence and quality of vocational guidance services, and

-offering suggestions for ways to deliver vocational guidance services.

HOW WAS IT DEVELOPED?

Throughout the *Handbook's* development, guidance was sought from practitioners of secondary vocational education and guidance and counselor education. Representatives from these groups served on panels whose tasks were to:

-identify and define vocational guidance program functions,

-define the scope of each function, and

-suggest ideas for ways to provide services.

Additional ideas for service delivery activities and strategies were drawn from interviews with secondary guidance personnel from around the state.

I. THE PROGRAM

The model secondary vocational guidance program, as defined by Indiana practitioners, consists of eight functions. Four functions provide direct services to students and four address program issues:

Student Services Functions	Program Functions
Vocational Exploration	Program Management
Recruitment, Admissions, and Scheduling	Public Relations
Vocational Counseling	Follow-up
Placement	Evaluation

STUDENT SERVICES FUNCTIONS

Unifying objectives of the student services functions are:

Students will

- -develop effective decision-making/career-planning skills,
- -be oriented to work and the work place,
- -develop appropriate worker behavior and attitudes,
- -develop skills for seeking and securing employment,
- -secure employment or pursue additional training/education upon leaving their secondary vocational programs.

Each of the student services functions addresses the first objective: developing effective decision-making/career-planning skills. This may be seen through a review of the four functions with respect to the target audience and decisions to be made.

Vocational Exploration: potential vocational students making decisions about pursuing vocational training; vocational students making decisions about occupations within their area of training

Recruitment, Admissions, and Scheduling: potential vocational students making decisions about entering a particular vocational program

Vocational Counseling: vocational students making decisions about career goals

Placement: vocational students making decisions about specific jobs and/or further training programs

The remaining objectives, which address preparation of students to independently seek, secure, and succeed in employment or further training, are addressed by one or more of the student services functions.

PROGRAM FUNCTIONS

Objectives of the Public Relations and Follow-up Functions are related to the total vocational education delivery system which includes vocational guidance. Program Management and Evaluation focus only on the vocational guidance program.

Unifying objectives for these functions are:

VOCATIONAL DELIVERY SYSTEM (Includes vocational guidance)

- -To promote support and cooperation from various community sectors.
- -To provide information for vocational program planning.

VOCATIONAL GUIDANCE PROGRAM

- -To assess the achievement of local vocational guidance objectives.
- -To provide direction for vocational guidance goal modification and program improvement.

FUNCTION DESCRIPTIONS

Following is an overview of the eight vocational guidance program functions. Further explanation is provided in the Self-Assessment Checklists in Section III.

Vocational Exploration

Who it is for: Potential and current vocational education students

What it is: Providing experiences for students to learn about themselves and about careers as part of career decision making and work orientation processes. Exposure to workers and work settings is a key component of this function.

NOTE: For potential vocational education students, Vocational Exploration is part of the process of deciding whether to enroll in a vocational education program. Direct aid in making this decision is part of the Recruitment function. For current vocational education students, this function relates to post-program career plans, where direct decision-making aid is part of the Vocational Counseling function.

Recruitment, Admissions, and Scheduling

Who it is for: Current and potential vocational education students

What it is: Processes for eliciting student interest in vocational education programs, helping students decide whether to apply, processing applications, and formulating schedules to enable students to enroll in vocational education programs.

NOTE: It is particularly important to avoid biases in these procedures. Special provisions are usually needed to assure equal access to vocational education programs regardless of students' sex, race, cultural background, or handicapping conditions.

Vocational Counseling

Who it is for: Vocational education students

What it is: A supportive relationship between the counselor and the vocational education student in one-to-one and small group settings that facilitates students' career decision making, personal adjustments, and successful performance in school and work.

Placement

Who it is for: Present and former vocational education students

What it is: Providing aid in securing and adjusting to employment, preferably related to the student's vocational training, and assistance in enrolling in further education/training programs. Teaching job-getting and job-coping skills, as well as direct placement assistance are included.

NOTE: Vocational teachers are often involved in providing placement services.

Program Management

What it is: Planning and coordinating vocational guidance services

Why: To assure that the vocational guidance program is designed to meet local needs and that it is implemented systematically and efficiently.

Public Relations

What it is: Activities to inform the community about and promote involvement in vocational education and vocational guidance.

Why: Consistent use of well-organized and coordinated communications networks with parents, business, labor, industry, and the community at large:

- -promotes organizational image;
- -facilitates understanding of vocational education;
- -improves understanding of business, labor, and industry needs;
- -provides direction for vocational programs and vocational guidance; and
- -develops and maintains a spirit of cooperation between the community and vocational education

Such sharing should result in a vocational education delivery system that better reflects the local labor market. Also, it should yield a business-labor-industry- community more receptive in work experience programs, placement of graduates, and more willing to share human and material resources.

Follow-up

What it is: Systematic follow-up of vocational education program completers and leavers and their employers.

Why: To evaluate the vocational education delivery system (instructional, as well as guidance). Follow-up findings should be used to guide vocational

programs in responding to changing job market conditions in terms of programs to be offered, as well as their content and instructional methods.

NOTE: The Vocational Education Data System (VEDS) is a nation-wide evaluation system based on follow-up studies. Although federally-supported vocational education programs are required to participate, VEDS does not fulfill all local program needs for follow-up data.

Evaluation

What it is: Systematic gathering and analysis of information for planning or refining the vocational guidance program.

Why: To assure that vocational guidance goals match student needs, employer needs, and the institutional needs to assure that program activities achieve these goals.

II. THE PROCESS

About planning . . .

Some people subscribe to the saying, "The best laid plans of mice and men . . ." and develop no formal plans. Others formulate partial plans; but leave the getting-there up for grabs. Either of these "nonplans" is a very risky approach to developing a comprehensive vocational guidance program.

Who should be involved?

A planning process must address all potential and active vocational guidance service deliverers, especially in vocational delivery systems involving more than one building. A vocational guidance program planned at the area vocational school with little or no coordination with the sending schools' guidance departments could result in duplication of effort (all guidance departments instruct students in interviewing techniques) and/or voids in services (sending schools believe job-getting skills are taught at the area school, when in fact, the area school has left this to the sending schools). To avoid these pitfalls, a planning process is needed that involves all vocational guidance service deliverers, including area and sending school guidance staffs, vocational instructors, and administrative personnel. Therefore, the total vocational guidance delivery system includes guidance, vocational instruction and administrative departments:

- -in your building,
- -in buildings that send students to yours for vocational education programs, and
- -in buildings to which you send students for vocational education programs.

Buildings within your system may include:

- -an area vocational school: offers only vocational education programs and directly related services and programs, receives students for vocational training;
- -comprehensive high schools: offer vocational and academic education programs for its own students, may receive students from other buildings for vocational training, may be a sending school;
- -sending schools: offer academic education programs, may or may not offer vocational education programs, send students to other buildings for vocational training.

WHAT ARE THE PLANNING STEPS?

The three basic steps to comprehensive planning are:

1. Identify services offered currently and assess their quality,
2. Determine the scope of services to be offered and changes to be made, and
3. Designate responsibilities for implementing plans.

These are further described as follows:

STEP ONE: ASSESS

In the first step, service deliverers identify what services are offered, how good they are, and what services are missing:

-in their own departments,

-in their own buildings, and

-in the delivery system.

To find out what services are offered in the system, you have to know what is done in each building. To know that, each building has to know what each department does.

These departmental assessments are made by completing the checklists provided in Section III. The checklists ask

-which services the department provides,

-how good they are with respect to audience, method, emphasis, etc.; and

-which services are priorities for the system.

A school profile of vocational guidance services results from a synthesis of departmental checklist information. Taken together, the profiles for all buildings define what is being done, how well, and what is missing in the system.

STEPS TWO AND THREE: PLAN

Step Two: Decide what services should be continued without change, what services need modification, and what new services need to be added.

Step Three: Designate responsibilities for service delivery.

Steps two and three are each taken three times, with plans and designations of responsibilities most specific at the department level:

System level - decide on the total scope of services and which buildings will do what,

Building level - decide on general strategies for delivering services and which departments will do what, and

Department level - decide on specific activities and strategies for delivering services and which department members will do what.

In Step two at the system level, planners use local needs assessment data and the system profile from Step one to determine

-the total program of services to be provided,

-where voids in these services exist,

-where duplication is unnecessary and where it is reinforcing, and

-what services need improvement and of what type it is.

In Step three, building responsibilities for service delivery are designated. At the building level in Step two, general strategies for delivering the school's designated services are identified. To assist in this process, implementation strategy and activity ideas are listed for each service in Section III. In Step three, responsibilities for service delivery are designated by department.

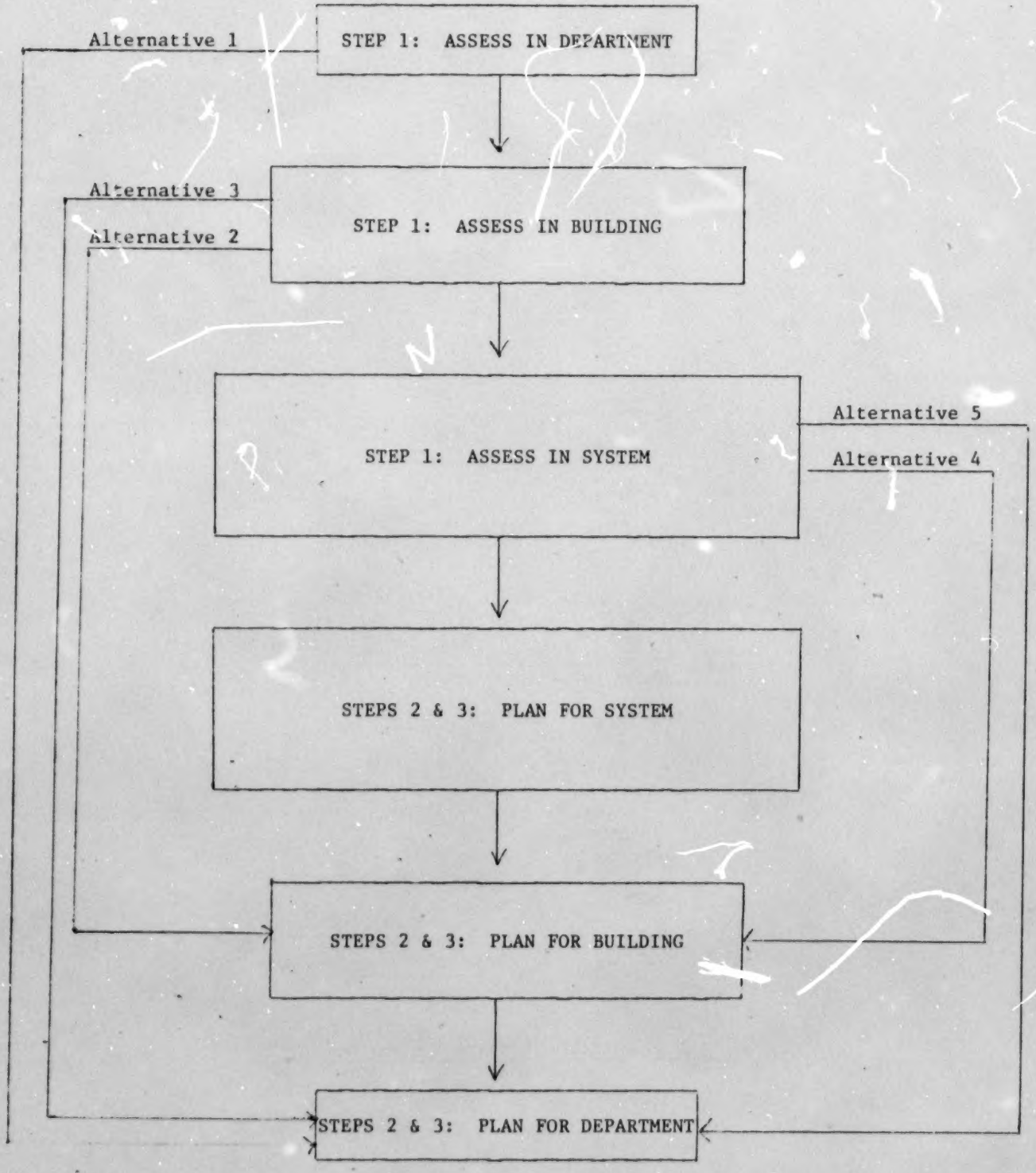
In Step two at the department level, staff members determine specific activities and strategies to use to deliver their department's vocational guidance responsibilities. Activities and strategies from Section III may be used in this process. In Step three, individual responsibilities for service delivery are determined.

WHAT IF SYSTEM-WIDE PLANNING IS NOT POSSIBLE OR APPROPRIATE?

Adaptations of the approach may be used for systems where using the total process is not possible. Variations are shown as Alternatives 1-5 in Figure 1 on the next page.

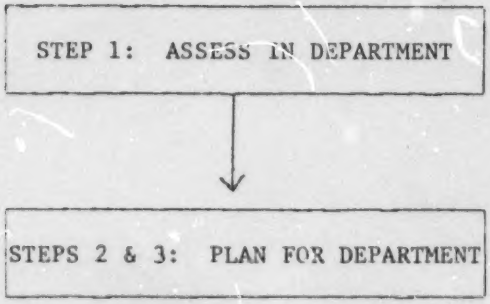
NOTE: While the initial point of inquiry, Step one, remains the same in all options (i.e., the department level), the scope of inquiry and subsequent planning vary.

FIGURE 1. PLANNING PROCESS ALTERNATIVES


Alternative 1
STEP 1: ASSESS IN DEPARTMENT
Alternative 3
Alternative 2
STEP 1: ASSESS IN BUILDING
STEP 1: ASSESS IN SYSTEM
Alternative 5
Alternative 4
STEPS 2 & 3: PLAN FOR SYSTEM
STEPS 2 & 3: PLAN FOR BUILDING
STEPS 2 & 3: PLAN FOR DEPARTMENT

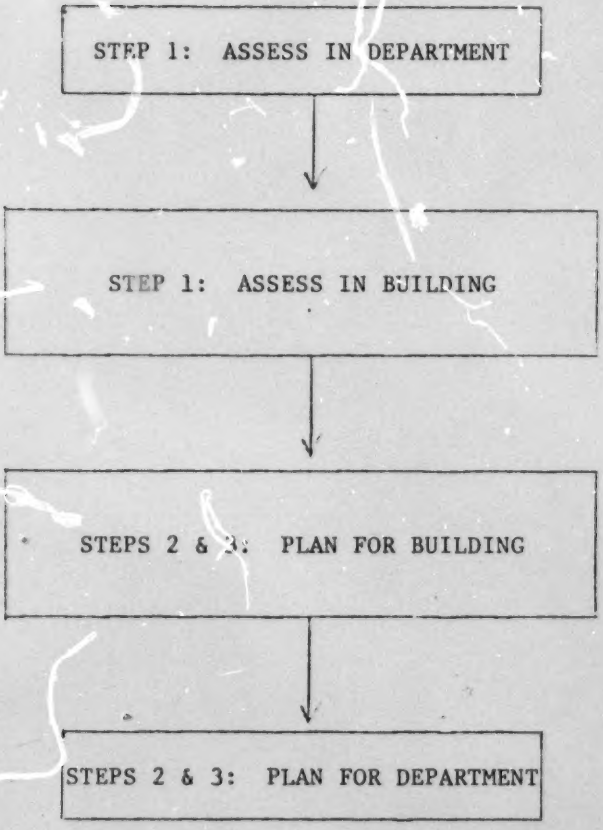
NOTE: All alternatives begin and end with department level activities.

ALTERNATIVE 1



Alternative 1 would be selected by departments concerned only with the vocational guidance services they provide. In this alternative, assessment of which services exist and their quality would start at the department level (as in the comprehensive approach), but would not include assessment of services provided elsewhere in the same building or in other buildings in the delivery system. Subsequent planning would focus only on services to be provided by the department and implementation responsibilities would be assigned to persons within that department.

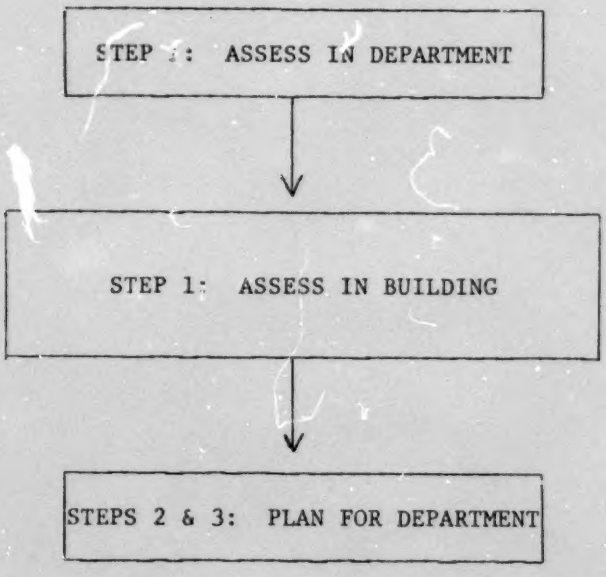
ALTERNATIVE 2



In cases where a single building comprises the total vocational delivery system, Alternative 2 would be most appropriate.

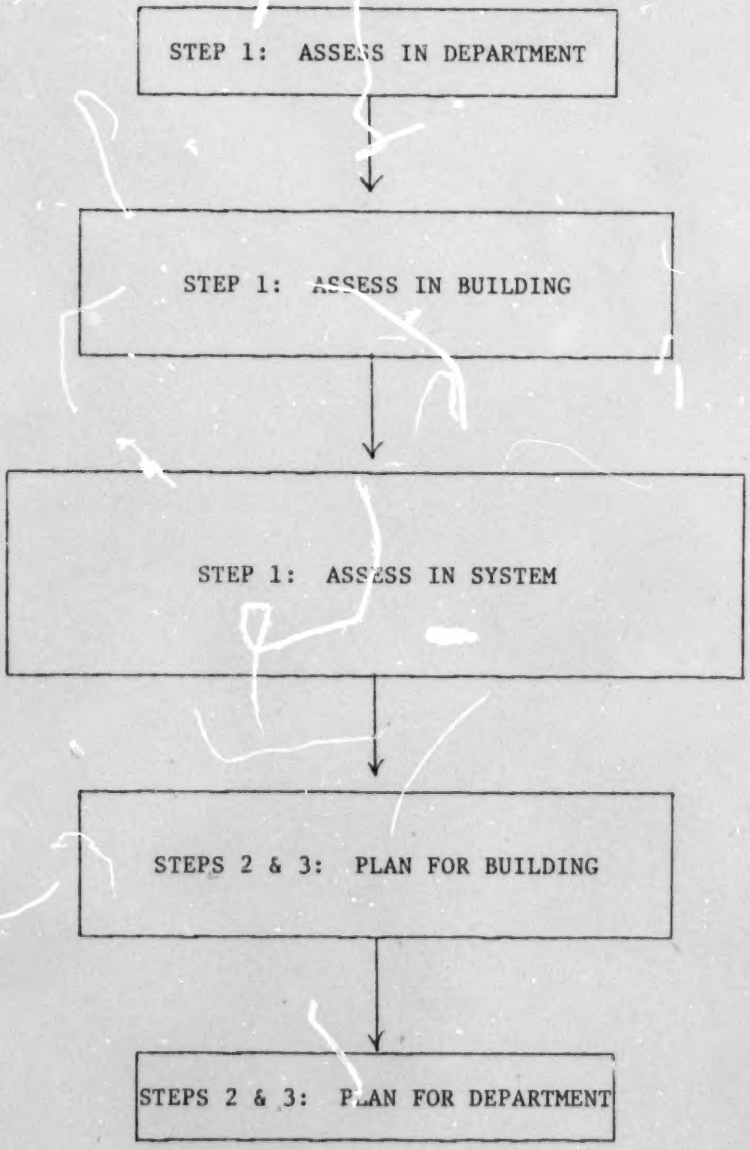
This alternative varies from the comprehensive approach in that Steps one, two, and three are not taken at the system level since in this instance "building" and "system" are synonymous.

ALTERNATIVE 3



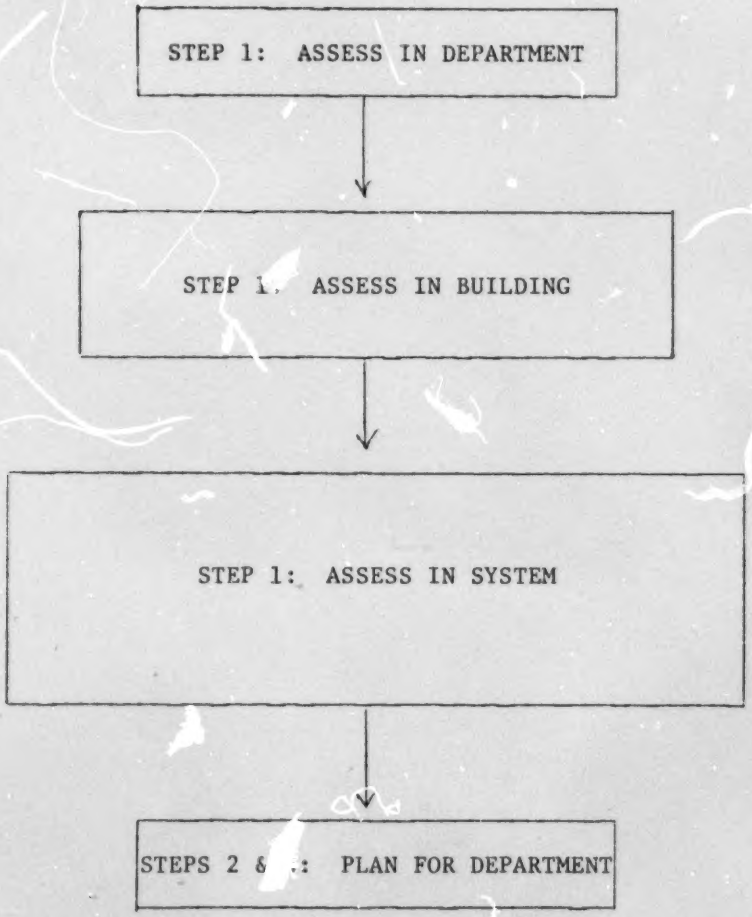
In this alternative, assessment of services (Step one) would proceed as in Alternative 2 at the department and building levels. However, planning for implementation would occur at the departmental level only. This option might be used by the guidance department in a comprehensive high school to reduce duplication of services in their building, and provide services where none exist. This alternative, while assessing all vocational guidance services in the building, would plan only to modify services provided by the guidance department and would not alter services provided elsewhere.

ALTERNATIVE 4


STEP 1: ASSESS IN DEPARTMENT
STEP 1: ASSESS IN BUILDING
STEP 1: ASSESS IN SYSTEM
STEPS 2 & 3: PLAN FOR BUILDING
STEPS 2 & 3: PLAN FOR DEPARTMENT

Users of Alternative 4 want to know the total range and quality of services offered within the vocational delivery system for purposes of building and department level planning. For example, the area school guidance department knows that the sending schools provide some vocational guidance services, and suspects that its program may duplicate sending schools' services. Through using Alternative 4, the guidance department would gather information about the extent and quality of sending schools' services besides its own. The intent would be to alter the area school's services rather than those of the sending schools. Therefore, implementation planning would be confined to the area school departments and not include the sending schools' departments.

ALTERNATIVE 5



Alternative 5 is similar to Alternative 4 with one exception. Data collected in Step one would be used for planning at the department level only.

III. CHECKLISTS AND IMPLEMENTATION SUGGESTIONS

The remainder of the *Handbook* is organized around the eight functions of the model vocational guidance program. Instruments and ideas are provided to help you through planning Steps one (assessment) and two (strategy development).

ASSESSMENT INSTRUMENTS

The first step in the planning process is to identify existing services by function and to determine their quality. For this purpose this section includes Self-Assessment Checklists for all functions.

For each function, completed checklists will reveal:

1. which services are and are not being provided,
2. which current services need improvement,
3. what improvements are needed,
4. which services are system priorities.

To complete the checklists, simply answer yes/no questions for each of the numbered services - indicating whether the services are being provided. For each existing service, quality is assessed by submitting it to a "yes, but . . ." test. The quality items for consideration address method, audience, emphasis, etc. This procedure will identify the need for modification and indicate the type of change needed.

Completed Checklists point out services that are lacking and services needing improvements, often, however all changes cannot be implemented at once. For this reason local priorities for services must be indicated. This priority list of services will receive attention in Step two of the planning process.

To clarify use of the Checklists, the following example has been completed:

(Placement)

Self-Assessment Checklist

Does your vocational guidance program include these services? (Begin with #1.)

a. Not enough present and former vocational students are getting this service.
b. We need more or different methods of accomplishing this.
c. We need to increase the time devoted to this.
d. The program needs better coordination.

No	Yes,	But →		Check if service is a priority
✓			1. Assist students in choosing among the post-program opportunities available to them.	✓
	✓		2. Teach students how to locate job openings.	
	✓	a	3. Teach students how to secure jobs.	✓
✓			4. Teach students how to adjust to jobs.	✓
	✓	b, c	5. Inform students about postsecondary education/training programs.	
	✓	c	6. Assist students in applying to further education/training program.	
			7. Serve as student-employer liaison in job-getting/employee recruitment.	
	✓		a. part-time jobs (while in school)	
	✓		b. full-time jobs (after leaving)	
			8. Monitor students' progress during initial weeks of employment.	
			a. before graduation	
			b. after graduation	

In the example, two of the eight major placement function services are not being provided currently (1 and 4). Of the six being provided, three are considered acceptable, and three were assessed to need modification; #3--expand receiving audience (a), #5--different methods and more time are needed (b, c), and #6--devote more time (c).

Since all service voids and changes could not be addressed, planners noted local priorities by placing a check in the spaces in the right margin.

ANSWERING THE HOW

Once it has been decided what services to offer, and which existing services to modify, planners must face the question: HOW? For aid in answering this question, suggestions for ways to deliver vocational guidance services follow the Self-Assessment Checklists. These suggestions are not all-inclusive, and are intended to give some idea of the vast possibilities of ways to provide vocational guidance services.

VOCATIONAL EXPLORATION

Who it is for: Potential and current vocational education students.

What it is: Providing experiences for students to learn about themselves and about careers as part of career decision-making and work orientation processes. Exposure to workers and work settings is a key component of this function.

NOTE: For potential vocational education students, Vocational Exploration is part of the process of deciding to enroll in a vocational education program. Direct aid in making this decision is part of the Recruitment function. For current vocational education students, this function relates to post-program career plans, where direct decision-making aid is part of the Vocational Counseling function.

Self-Assessment Checklist

Does your vocational guidance program include these services?

No	Yes,	But →		Check if service is a priority
			a. The service is not individualized enough.	
			b. We are not reaching enough students.	
			c. More time per student should be devoted to this.	
			d. We need more or different methods.	
___	___	___	1. Provide students experiences to help them identify and understand their aptitudes, skills, interests, and values.	___
___	___	___	2. Provide students information about careers of interest to them which would include: personal characteristics and training required, the nature of the work and working conditions, advancement potential, and economic outlook.	___
___	___	___	3. Arrange opportunities for students to observe and participate in actual or simulated work settings.	___

ACTIVITIES AND STRATEGIES

1. PROVIDE STUDENTS EXPERIENCES TO HELP THEM IDENTIFY AND UNDERSTAND THEIR APTITUDES, SKILLS, INTERESTS, AND VALUES.

   -Assist teachers expand instructional strategies (e.g., A/V materials, fishbowl discussions, dramatization, gaming, speakers) so that students are encouraged to relate classroom instruction to self information.

   -Assist teachers design classroom activities and create classroom environments in which students can

   - o improve interpersonal skills;
   - o learn to get along in different types of work groups;
   - o further understand themselves in terms of their interests, abilities, values, and goals;
   - o make decisions and take responsibility for them;
   - o practice good work habits;
   - o learn to get along with authority figures; and
   - o learn to interact with the opposite sex, minority group members, and handicapped persons in work settings.

   -Help students find community sites where they can compare first-hand self information with jobs in the work place.

   -Help students plan ways to verify or "test out" self information with respect to specific jobs before going to work sites:

   - o things to look for (e.g., interaction with people, self-direction);
   - o questions to ask (e.g., what gratification do you get from your job?);
   - o things to try (e.g., greeting customers all day); and
   - o things to feel (e.g., heat cold, crowdedness, noise).

   -Design and coordinate a comprehensive testing program which includes measures of achievement, aptitude, vocational interest and personal/social adjustment.

2. PROVIDE STUDENTS INFORMATION ABOUT CAREERS OF INTEREST TO THEM, INCLUDING: PERSONAL CHARACTERISTICS AND TRAINING REQUIRED, THE NATURE OF THE WORK AND WORKING CONDITIONS, ADVANCEMENT POTENTIAL, AND ECONOMIC OUTLOOK.

   -Help teachers integrate occupational and educational information into existing courses of study.

   -Use vocational advisory groups to get current local job market information.

   -Establish a career resource library of occupational and educational information media and materials which include:

   - o print materials (e.g., occupational briefs, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, biographies, booklets, popular magazines, brochures, newspapers, booklets);
   - o audio and visual materials (e.g., films, filmstrips, slides, film loops, records, cassette tapes, microfilm/fiche); and
   - o simulation materials (e.g., games, kits).

-Establish criteria for review of occupational and educational information materials. Points to consider might include:

- o recency, is the information up-to-date?
- o validity, is the information accurate? (Screen recruitment materials carefully; their enthusiasm may result in misleading information)
- o bias, is the information free from racial or sex bias?
- o applicability, are the format and level of the presentation conducive to use by students?

-Use computer-assisted information systems.

-Present information through bulletin boards, exhibits, closed-circuit television, etc.

-Establish career clubs within the school setting.

-Set up a speaker's bureau of present and graduate vocational students to talk to or give demonstrations for potential and current vocational students.

-Assist elementary and junior high/middle school staffs

- o select and circulate occupational materials for teacher, student, and parent use;
- o plan vocational exploration experiences; and
- o locate and use community resources.

3. ARRANGE OPPORTUNITIES FOR STUDENTS TO OBSERVE AND PARTICIPATE IN ACTUAL OR SIMULATED WORK SETTINGS.

-Become involved with local business, industry, government, apprenticeship, union, and employment-oriented groups. Encourage involvement by other faculty and staff also.

-Help community resource sites plan activities for students including observation and participation in actual or simulated job tasks (shadowing).

-Encourage student participation in out-of-school groups that provide hands-on work experience (e.g., Junior Achievement, Explorers).

-Develop preparatory and follow-up procedures for out-of-school visits. Points to consider include:

- o Preparation
  - -motivation for visits (audio-visual materials, discussion, exhibits, etc.);
  - -student involvement in planning;
  - -purpose of the trip;
  - -background information; and
  - -student assignments during trip (things to observe, questions to answer).

- o Follow-up:
  - -student on-site assignment reports (written, individual, or group reports, class discussions);
  - -draw relationships between new information and current classroom study; and
  - -identify impact of new information on student's career decision making.

-Ask parent or advisory groups to compile lists of personnel in your community who will:

- o make classroom presentations,
- o be interviewed on the conference telephone or in person,
- o host a class or small group tour, and
- o provide individual placement of students with workers to observe and participate in work (shadowing). Share this with teachers and counselors in your K-12 school system.

-Arrange for students to spend a day shadowing his or parent on the job.

-Set up a student Internship Program for extensive shadowing in the community. Health careers, business management, law and law enforcement, and education are good starting places.

RECRUITMENT, ADMISSIONS, AND SCHEDULING

Who it is for: Current and potential vocational education students.

What it is: Processes for eliciting student interest in vocational education programs, helping students decide whether to apply, processing applications, and formulating schedules to enable students to enroll in vocational education programs.

NOTE: It is particularly important to avoid biases in these procedures. Usually, strategies are necessary to assure equal access to vocational education programs regardless of students' sex, race, cultural background, or special needs.

Self-Assessment Checklist

Does your vocational guidance program include these services?

No	Yes, But			Check if service is a priority
			a. Our procedures may be biased.	
			b. We need to reach more students.	
			c. We should spend more time per student.	
			d. We need more or different methods.	
___	___	___	1. Inform students about available vocational programs.	___
___	___	___	2. Assist students in deciding whether to apply to secondary vocational programs.	___
___	___	___	3. Establish procedures for application and selection.	___
___	___	___	4. Assist students in program application.	___
___	___	___	5. Participate in screening.	___
___	___	___	6. Formulate student schedules.	___

ACTIVITIES AND STRATEGIES

1. INFORM STUDENTS ABOUT AVAILABLE VOCATIONAL PROGRAMS, AND
2. ASSIST STUDENTS IN DECIDING WHETHER TO APPLY TO SECONDARY VOCATIONAL PROGRAMS.

-Make available a school handbook covering all courses or separate program brochures.

-Develop a slide/talk series promoting all vocational programs consistent with employment trends.

-Use various types of media (e.g., school paper, yearbooks, community newspapers, radio, TV) to describe vocational programs.

-Conduct tours of the vocational facilities.

-Promote vocational programs on bulletin boards, displays and posters.

-Organize a speaker's bureau of vocational students and graduates.

-Develop a system to identify and handle referrals for special needs students.

-Develop recruitment materials and/or procedures which are sensitive to the special developmental needs of minority, disadvantaged, handicapped persons, and students interested in non-traditional areas.

-Visit sending schools (encourage vocational instructors to do this too).

-Provide inservice programs on vocational education for sending school staff and faculties.

-Develop an updatable vocational education handbook for counselors. Make it available to all counselors who work with potential vocational students.

3. ESTABLISH PROCEDURES FOR APPLICATION AND SELECTION

-Use a variety of persons on an admissions committee (e.g., vocational guidance personnel, advisory committee members, vocational administrators, vocational instructors, and sending school guidance personnel).

-Have sending school distribute and collect program applications.

-Interview applying students.

-Include as selection criteria such priorities as

- o grade in school,
- o attendance,
- o teacher records,
- o test scores (aptitude, interest, achievement),
- o continuing in program,
- o student interest
- o sending school counselor and instructor recommendations

-Gather and analyze information about over- and under-enrollment.

-Make waiting list of students not admitted into vocational programs.

6. FORMULATE STUDENT SCHEDULES.

-Develop communication links with the vocational school administration to deal with scheduling conflicts caused by transportation, required classes, extracurricular activities, etc.

-Develop a method for notifying "alternate students" to replace non-reporting students.

-Develop a procedure for scheduling mid-year entering and transfer students.

VOCATIONAL COUNSELING

Who it is for: Vocational education students.

What it is: A supportive relationship between the counselor and the vocational education student in one-to-one and small group settings that facilitates students' career decision-making, personal adjustments, and successful performance in school and work.

Self-Assessment Checklist

Does your vocational guidance program include these services?

No	Yes,	But →		Check if service is a priority
			a. We are not reaching enough students.	
			b. We need to spend more time per student on this.	
			c. We need more or different methods.	
___	___	___	1. Assist students in setting career goals.	___
___	___	___	2. Assist students in planning their educational programs and work experiences in accordance with their career goals.	___
___	___	___	3. Assist students in recognizing and overcoming obstacles to career success (e.g., handicaps, biases).	___
___	___	___	4. Assist students in developing effective work habits and interpersonal skills.	___
___	___	___	5. Assist students in overcoming learning difficulties.	___
___	___	___	6. Assist students in overcoming personal problems.	___

ACTIVITIES AND STRATEGIES

1. ASSIST STUDENTS IN SETTING CAREER GOALS

   -Use interest and aptitude inventories. Discuss the meaning of such instruments.

   -Help students relate their results to other self-knowledge and occupational information.

   -Use group activities (e.g., role playing, dramatization, gaming) to help students learn about their values and attitudes.

   -Teach students a decision-making process.

   -Through role playing and other simulation techniques provide opportunities for students to practice decision-making skills.

   -Help students set short- and long-range goals.

   -Help students see relationships between career choice and lifestyle.

2. ASSIST STUDENTS IN PLANNING THEIR EDUCATION PROGRAMS AND WORK EXPERIENCE IN ACCORDANCE WITH THEIR CAREER GOALS

   -Share standardized test results with students. Help them relate this information and other self-information to vocational and educational program expectations.

   -Include discussions of students' career goals as part of the program/course selection process.

3. ASSIST STUDENTS IN RECOGNIZING AND OVERCOMING OBSTACLES TO CAREER SUCCESS (E.G., HANDICAPS, BIASES)

   -Help teachers assess their feelings about students in their classroom who

   - o are handicapped,
   - o belong to a minority group,
   - o are preparing for jobs in a non-traditional area, and
   - o have learning difficulties.

   -Ask students for examples of bias that they have experienced. Then, through simulation activities, have students practice problem-solving behavior.

   -Help students distinguish between real and self-imposed barriers to training and employment.

4. ASSIST STUDENTS DEVELOPING EFFECTIVE WORK HABITS AND INTERPERSONAL SKILLS

   -Help students relate good school work habits to work behavior in employment settings. Some examples are

   - o Efficient organization of work tasks,
   - o Performing at a consistent quick pace,
   - o Adhering to safety practices,
   - o Performing well without close supervision, and
   - o Concern for quality work.

-Provide opportunities for students to develop and practice effective interpersonal skills. Examples of such skills are

- o Responding appropriately to instructions
- o Sensitivity to and respect for others' feelings, needs, and motives
- o Receptiveness to constructive criticism
- o Contributing cooperatively as a team member

-Help students see the relationship between good work habits and interpersonal skills to success on the job.

-Help students identify ways to deal with interpersonal problems. Through simulation and/or real situations let students practice constructive responses to conflict situations. A group environment that is protective and non-judgemental is vital.

-Include students in groups with members outside their social circle. This will provide opportunities for understanding and developing relationships with others of diverse values and personalities.

5. ASSIST STUDENTS IN OVERCOMING LEARNING DIFFICULTIES

-Provide teachers with a checklist of indicators of learning problems for referral purposes.

-Maintain open communication with teachers. Ask for referrals of students with learning difficulties.

-Make referrals to appropriate support staff (e.g., social worker, psychometrist) for testing or other assistance.

-Help set up tutoring programs

-Help parents identify home-help strategies for improving student learning.

-Assume a mediating or coordinating role when multiple youth-serving services are required.

-Help design individual education plans for special needs students.

6. ASSIST STUDENTS IN OVERCOMING PERSONAL PROBLEMS

-Use individual or group approaches which help students define problems, identify possible solutions, design plans of action, practice new behavior, implement plans and assess results.

-Include consultation with teachers or parents where problems are classroom- or home-based.

-Make referrals to in-school support staff or out-of-school youth/family serving agencies.

-Listen to students when they need your help.

PLACEMENT

Who it is for: Present and former vocational education students.

What it is: Providing aid in securing and adjusting to employment, preferably related to the student's vocational training, and assistance in enrolling in further education/training programs. Teaching job-getting and job-coping skills is included, as well as direct placement assistance.

NOTE: Vocational teachers often provide placement services.

Self-Assessment Checklist

Does your vocational guidance program include these services?

No	Yes, — But —			Check if service is a priority
			a. Not enough present and former vocational students are getting this service. b. We need more or different methods of accomplishing this. c. We need to increase the time devoted to this. d. The program needs better coordination.	
___	___	___	1. Assist students in choosing among post-program opportunities available to them.	___
___	___	___	2. Teach students how to locate job openings.	___
___	___	___	3. Teach students how to secure jobs.	___
___	___	___	4. Teach students how to adjust to new jobs.	___
___	___	___	5. Inform students about post-secondary education/training programs.	___
___	___	___	6. Assist students in applying to further education/training programs.	___
___	___	___	7. Serve as student-employer liaison in job-getting/employee recruitment.	___
___	___	___	8. Monitor students' progress during initial weeks of employment.	___

ACTIVITIES AND STRATEGIES

2. TEACH STUDENTS HOW TO LOCATE JOB OPENINGS

-Teach students to decipher newspaper want ads.

-Inform students about the types of employers which hire people in students' fields of vocational training.

-Invite the Employment Security Division and private employment agencies to discuss their services.

-Consult with teachers to improve their efforts to teach this skill.

3. TEACH STUDENTS HOW TO SECURE JOBS

-Teach students how to get jobs through personal contacts.

-Conduct job seminars where students learn about and practice:

- o completing application materials,
- o interviewing techniques, and
- o when and how to use telephone contacts.

-Follow up students referred for job interviews.

4. TEACH STUDENTS HOW TO ADJUST TO NEW JOBS

-Provide opportunities for students to identify and practice constructive responses to conflict situations with supervisors, co-workers, and customers.

5. INFORM STUDENTS ABOUT POSTSECONDARY EDUCATION/TRAINING PROGRAMS

NOTE: Students not in secondary vocational education programs, but planning to enter post-secondary vocational programs are also target audiences for this service.

-Invite representatives of postsecondary institutions and of apprenticeship programs to visit your school to make assembly presentations or discuss their programs with interested students.

-Maintain a file of current postsecondary programs. Advertise its location and availability.

7. SERVE AS STUDENT-EMPLOYER LIAISON IN JOB-GETTING/EMPLOYEE RECRUITMENT

-Establish and update a potential employers list for each program area.

-Inform employers about vocational programs through

- o personal visits,
- o written or telephone communication, and
- o employer school visits.

-Develop a job-bank that includes full- and part-time jobs by program.

-Develop an employability skill profile for each student which identifies task proficiencies and other work traits. Use the profiles to match students to job openings.

-Organize a placement advisory committee with persons such as:

- o personnel directors,
- o Employment Security staff,
- o vocational instructors, and
- o counselors.

-Inform students about job opportunities through personal contacts, bulletin board listings, PA announcements, etc.

-Analyze and disseminate information about employment trends.

-Cooperate with community agencies such as the Employment Security Division, Armed Services, Vocational Rehabilitation, etc.

-Join local business and industry personnel directors' associations.

-Encourage employers to hire members of special groups (e.g., minorities, persons in non-traditional areas, special needs).

8. MONITOR STUDENTS' PROGRESS DURING INITIAL WEEKS OF EMPLOYMENT

-Use on-site visits or group meetings to help students:

- o apply vocational skills learned to actual work performed,
- o meet employer expectations,
- o adjust to working conditions,
- o cope with the unexpected, and
- o seek alternative employment (in the case of unsuccessful placement).

PROGRAM MANAGEMENT

What it is: Planning and coordinating vocational guidance services.

Why: To assure that the vocational guidance program is designed to meet local needs and that it is implemented systematically and efficiently.

Self-Assessment Checklist

Does your vocational guidance program:

No	Yes,	But →		Which are Priorities?
			a. The right people are not involved. b. We have problems with cooperation. c. This is not done for all applicable services. d. We should do this more often.	
___	___	___	1. Use evaluation findings to revise program objectives and activities.	___
			2. Plan the vocational guidance program to assure coordinated efforts at the:	
___	___	___	a. departmental level,	___
___	___	___	b. building level, and	___
___	___	___	c. vocational delivery system level.	___
			3. Coordinate the delivery of vocational guidance services:	
___	___	___	a. at the departmental level,	___
___	___	___	b. at the building level, and	___
___	___	___	c. at the vocational delivery system level.	___

Self-Assessment Checklist (cont.)

Does your vocational guidance program:

No	Yes,	But			Which are priorities?
			a.	The right people are not involved.	
			b.	We have problems with cooperation.	
			c.	This is not done for all applicable services.	
			d.	We should do this more often.	

			4.	Coordinate the vocational guidance program with:	
___	___	___		a. the business community,	___
___	___	___		b. labor unions,	___
___	___	___		c. CETA service deliverers,	___
___	___	___		d. youth-serving agencies,	___
___	___	___		e. job placement agencies, and	___
___	___	___		f. postsecondary and military recruiters.	___
___	___	___	5.	Coordinate the vocational guidance program with the career education program.	___
___	___	___	6.	Support and assist instructors in their vocational guidance efforts.	___
___	___	___	7.	Identify and manage monetary and material resources for vocational guidance.	___

ACTIVITIES AND STRATEGIES

1. USE EVALUATION FINDINGS TO REVISE PROGRAM OBJECTIVES AND ACTIVITIES;
2. PLAN THE VOCATIONAL GUIDANCE PROGRAM TO ASSURE COORDINATED EFFORTS AT THE DEPARTMENT, BUILDING, AND VOCATIONAL DELIVERY SYSTEM LEVELS; and
3. COORDINATE THE DELIVERY OF VOCATIONAL GUIDANCE SERVICES AT THE DEPARTMENT, BUILDING, AND VOCATIONAL DELIVERY SYSTEM LEVELS.

   -Establish a committee to plan and evaluate vocational guidance services which includes representatives from each level within the vocational guidance delivery system.

   -Implement the planning process outlined in the Indiana Secondary Vocational Guidance Planning Handbook.

   -Request an external review of the delivery system at least every two years. DPI, SBVTE, or other school districts could aid in this process.

4. COORDINATE THE VOCATIONAL GUIDANCE PROGRAM WITH THE BUSINESS COMMUNITY, LABOR UNIONS, CETA SERVICE DELIVERERS, YOUTH-SERVING AGENCIES, JOB PLACEMENT AGENCIES, AND POSTSECONDARY AND MILITARY RECRUITERS.

   -Become actively involved in the school's (or system's) general advisory committee.

   -Initiate and maintain monthly telephone contact with key representatives of these agencies.

   -Have lunch with key representatives at least twice a year to update each other on priorities and activities.

   -Serve on advisory committees convened by these agencies or groups.

5. COORDINATE THE VOCATIONAL GUIDANCE PROGRAM WITH THE CAREER EDUCATION PROGRAM.

   -Meet with the career education coordinator, if one is available, and classroom teachers to identify specific career education concepts being presented through the instructional program.

   -Work with the career education coordinator and/or classroom teachers to identify career education concepts and activities delivered most appropriately through the vocational guidance program without duplicating efforts of others.

6. SUPPORT AND ASSIST INSTRUCTIONAL FACULTY IN THEIR VOCATIONAL GUIDANCE EFFORTS.

   -Survey teachers informally to determine areas where your help is needed.

   -Offer one-to-one consultive services.

   -Offer inservice training.

   -Advertise your services to teachers.

   -Involve instructors in comprehensive vocational guidance planning.

7. IDENTIFY AND MANAGE MONETARY AND MATERIAL RESOURCES FOR VOCATIONAL GUIDANCE.

   -Develop one- and five-year projections of budget and materials needs. Relate these projections to both the vocational guidance and vocational programs' goals and objectives.

-Keep abreast of the priorities of supplementary funding sources such as SBVTE and CETA youth programs. When funding sources' priorities coincide with your program's priorities, write for external funding.

-Establish and maintain an inventory of guidance materials which includes the locations of those materials (i.e., guidance office, library, various classrooms).

-Have departmental representation on the school's and district's finance and budget committees.

PUBLIC RELATIONS

What it is: Activities to inform the community about and promote involvement in vocational education and vocational guidance.

Why: Consistent use of well-organized and coordinated communications networks with parents, business, labor, industry, and the community at large:

- promotes organizational image;
- facilitates understanding of vocational education;
- improves understanding of business, labor, and industry needs;
- provides direction for vocational programs and vocational guidance; and
- develops and maintains a spirit of cooperation between the community and vocational education.

Such sharing should result in a vocational education delivery system that better reflects the local labor market. Also, it should yield a business-labor-industry-community more receptive to work experience programs, placement of graduates, and more willing to share human and material resources.

Self-Assessment Checklist

Does your vocational guidance program:

No	Yes,	But		Which are Priorities?
			a. We are not reaching all target audiences.	
			b. We need to use more or different methods.	
			c. Our efforts need to be more systematic.	
			1. Promote community awareness and understanding of local vocational education	
___	___	___	a. goals,	___
___	___	___	b. program offerings,	___
___	___	___	c. facilities,	___
___	___	___	d. guidance program, and	___
___	___	___	e. successes.	___
			2. Solicit input systematically from the local business and labor community regarding	
___	___	___	a. projected employment opportunities,	___
___	___	___	b. what they expect in entry-level workers, and	___
___	___	___	c. possible areas of collaboration.	___

ACTIVITIES AND STRATEGIES

1. PROMOTE COMMUNITY AWARENESS AND UNDERSTANDING OF LOCAL VOCATIONAL EDUCATION GOALS, PROGRAM OFFERINGS, FACILITIES, GUIDANCE PROGRAM AND SUCCESSES.

   -Coordinate the development, updating and dissemination of all vocational course descriptions and accompanying information for students.

   -Compile and report data relating to student enrollment and recruitment, such as attendance, placement, and job trends related directly to vocational courses.

   -Host an open house for the community.

   -Participate in Vocational Education Week activities.

   -Use AV, radio and newspapers to promote vocational education and other vocational activities.

   -Provide programs which explain the school's vocational programs for various organizations (e.g., home economics clubs, literary clubs, church circles, etc.).

   -Offer adult education programs. Promote enrollment within the community.

   -Organize tours of the school's vocational facilities.

   -Develop a sound/slide presentation featuring successful graduates of vocational programs.

   -Submit vocational education news to various craft and organizational publications.

   -Encourage outside groups to use school facilities for meetings so the adult community can see the vocational facilities and equipment.

   -Join local organizations such as chambers of commerce, service organizations, and personnel directors' associations.

   -Establish communication with labor union officials and apprenticeship chairpersons.

   -Institute an awards program to recognize excellence at the local level.

2. SOLICIT INPUT SYSTEMATICALLY FROM THE LOCAL BUSINESS AND LABOR COMMUNITY REGARDING PROJECTED EMPLOYMENT OPPORTUNITIES, WHAT THEY EXPECT FROM ENTRY-LEVEL WORKERS, POSSIBLE AREAS OF COLLABORATION.

   -Communicate the value of their input.

   -Organize a vocational guidance advisory council.

   -Make on-site visits.

   -Make telephone contacts.

   -Conduct mail surveys.

Follow-Up

What it is: Systematic follow-up of vocational education program completers and their employers.

Why: To evaluate the vocational education delivery system (instructional, as well as guidance). Follow-up findings should be used to guide vocational programs in responding to changing job market conditions in terms of programs to be offered, as well as their content and instructional methods.

NOTE: The Vocational Education Data System (VEDS) is a nation-wide evaluation system based on follow-up studies. Although federally-supported vocational education programs are required to participate, VEDS does not fulfill all local program needs for follow-up data.

Self-Assessment Checklist

Does your vocational guidance program:

No	Yes, → But			Which are priorities?
			a. This is not done for all vocational programs.	
			b. This is only done informally, not systematically.	
			c. The samples are too small or biased.	
			d. The instruments need improvement.	
			e. We have not made good use of the data.	
			1. Survey former vocational students	
___	___	___	a. One year after they leave programs and	___
___	___	___	b. Five years after they leave programs.	___
___	___	___	2. Survey employers of former students.	___
___	___	___	3. Analyze follow-up data and report findings.	___
___	___	___	4. Assist in using follow-up study results for vocational program decision-making.	___

ACTIVITIES AND STRATEGIES

1. SURVEY FORMER VOCATIONAL STUDENTS ONE YEAR AFTER THEY LEAVE PROGRAMS, FIVE YEARS AFTER THEY LEAVE PROGRAMS.

   -Develop a questionnaire including items such as:

   - o current employment status;
   - o current education status;
   - o name and address of present employer, supervisor's name, job duties, gross salary, and consent to contact employer;
   - o evaluation of the adequacy and relevancy of their vocational training, the program's equipment and facilities to their present employment; and
   - o procedures followed and assistance received in locating their first jobs.

2. SURVEY EMPLOYERS OF FORMER STUDENTS

   -By phone or mail gather such information as:

   - o student employment status (employed, quit, fired, laid off);
   - o evaluation of students' vocational training in the areas of technical knowledge, work attitude, and work quality;
   - o overall rating of the students' vocational training as it relates to job requirements;
   - o rating of the students' vocational preparation compared to other employees in his or her work group who did not receive such training; and
   - o intent to hire future vocational graduates;

3. ANALYZE FOLLOW-UP DATA AND REPORT FINDINGS

   -In the analysis of follow-up data

   - o analyze by sending school, if appropriate;
   - o tally forced-choice questions by program;
   - o select quotations to illustrate trends;
   - o synthesize written answers.

   -Disseminate follow-up information to SBVTE, the vocational administration and instructional staff, sending school student services personnel and advisory committees.

4. ASSIST IN USING FOLLOW-UP STUDY RESULTS FOR VOCATIONAL DECISION MAKING.

   -Serve on vocational program curriculum review committees.

EVALUATION

What it is: Systematic gathering and analysis of information for planning or refining the vocational guidance program.

Why: To assure that vocational guidance goals match student needs, employer needs, and institutional needs; to assure that program activities achieve these goals.

Self-Assessment Checklist

Does your vocational guidance program:

If "But," which of these apply?

a. This is only done informally, not systematically.

b. The sample(s) are too small or biased.

c. The instrument(s) or data gathering methods are inadequate.

d. The results are not analyzed and reported.

e. We do not do this often enough.

No	Yes,	But		Which are Priorities?
___	___	___	1. Survey students, employers, faculty, and/or parents for suggestions concerning what vocational guidance services offer.	___
___	___	___	2. Identify institutional or program shortcomings which may be corrected through vocational guidance services.	___
___	___	___	3. Survey opinions about vocational guidance services held by its audiences (students, employers, faculty).	___
			4. Study the vocational guidance program's success in achieving its*:	
___	___	___	a. process objectives	___
___	___	___	b. outcome objectives	___

*Process objectives specify services or activities. Example: (a total of 60 students will participate in the semester's job-seeking seminars.) Outcome objectives specify student or program benefits resulting from the services. (Example: 80% of students participating will make no errors in completing a sample job application form.)

ACTIVITIES AND STRATEGIES

1. SURVEY STUDENTS, EMPLOYERS, FACULTY, AND/OR PARENTS FOR SUGGESTIONS CONCERNING WHAT VOCATIONAL GUIDANCE SERVICES OFFER, and

2. IDENTIFY INSTITUTIONAL OR PROGRAM SHORTCOMINGS WHICH MAY BE CORRECTED THROUGH VOCATIONAL GUIDANCE SERVICES.

-Establish student outcome objectives, then find out what help students are already receiving from: other instructors or guidance departments within the vocational delivery system, other school experiences, and out-of-school experiences. Identify objectives which need more attention.

-Establish tentative student outcome objectives, then use measures of students' achievement of the objectives by populations (e.g., economically disadvantaged) and objectives (e.g., career planning skills) to identify those needing special attention.

3. SURVEY OPINIONS ABOUT VOCATIONAL GUIDANCE SERVICES HELD BY ITS AUDIENCES (STUDENTS, EMPLOYERS, FACULTY).

-Develop and use questionnaires on current services and suggestions for new ones.

-Use personal or telephone interviews with samples of each group.

-Add several questions about vocational guidance services to follow-up studies on vocational program completers and leavers and their employers.

-Use group meetings of advisory committees, the faculty, and student organizations to gather other opinions.

-Build into the data collection process, ways of determining whether evaluation participants are aware of current vocational guidance services.

4a. STUDY THE VOCATIONAL GUIDANCE PROGRAM'S SUCCESS IN ACHIEVING ITS PROCESS OBJECTIVES.

-Develop and use simple record-keeping systems for measuring services, such as:

- o number of group counseling sessions conducted;
- o number of students using career materials; and
- o number of parents, potential employers, and others in attendance at an open house.

-Use this *Handbook* as recommended in the Introduction.

4b. STUDY THE PROGRAM'S SUCCESS IN ACHIEVING ITS OUTCOME OBJECTIVES.

-Evaluate students' achievement of outcome objectives, using measures such as:

- o paper and pencil tests;
- o students' success in getting jobs;
- o employers' observations of students' work habits or job-coping skills;
- o students' effectiveness in simulated job interviews or work situations; and
- o existence, specificity, or realism of students' career plans.

-Analyze vocational education programs' retention rates as a reflection on recruitment and selection procedures and vocational exploration and counseling procedures.

-Analyze vocational education programs' enrollment patterns (in terms of sex, race, and handicaps) as a reflection on recruitment and selection activities.

-Analyze placement rates as a reflection on placement services.